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AFGHAN CHILDREN READ PROGRAM

Implementation Period: April 2016 – April 2021

Project Budget: \$70 Million

The United States Agency for International Development (USAID) works with the Ministry of Education to improve educational attainment in Afghanistan and provide educational services that generate measureable learning outcomes. Currently, USAID is conducting a national Early Grade Reading survey, the results of which will provide information for the Ministry of Education and the international donor community to support early grade reading reform. The survey finding will serve as a starting point for the Afghan Children Read Program for the development of technical assistance materials and for measuring the project's progress.

USAID's Afghan Children Read Program will build the capacity of the Ministry of Education and its respective departments at the national, provincial, and district levels and teacher training colleges to improve education services. Through this, the program will enhance access to safe educational environment that builds children's reading and other basic skills.

ACTIVITIES

- Partner with the Ministry of Education to build the capacity of key department and staff to effectively implement and monitor curriculum and instruction programs
- Strengthen the policies, systems, and resources that are available to the Ministry of Education, particularly in the area of Early Grade Reading
- Foster positive gender norms, including greater attention to girls and female teachers, who are least likely to have access to education in Afghanistan

- Develop, implement, test and refine an evidence-based early grade reading curriculum and instruction program targeting students from grades one to three to help improve reading skills in Dari, Pashto, and other languages of instruction in public and community-based education schools

EXPECTED RESULTS

- Establish national and sub-national early grade reading assessments, data collection and analysis systems
- Improve learning outcomes and foundational skills to enable girls and boys to access the primary school curriculum
- Review, harmonize, develop, and implement educational policies and develop high quality and relevant benchmarks to evaluate student's performance and teaching methods followed to instruct reading for grades one to three
- Implement improved policies and standards that help improve early grade reading instructions in public and community-based education